

# Accessibility Plan

## Grange Park School



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## **1. Aims and purpose**

The purpose of this Accessibility Plan is to set out how Grange Park School intends, over time, to increase the accessibility of the school for pupils with disabilities and/or special educational needs and disabilities (SEND). Grange Park School is fully committed to providing a welcoming, inclusive and supportive environment that enables all pupils to access the full curriculum and wider life of the school. The school seeks to value and include all members of its community, including pupils, staff, parents, carers and visitors, regardless of educational need, physical or sensory impairment, or social, spiritual, emotional and cultural background. Through the implementation of this plan, the school aims to remove barriers to learning and participation, ensuring equality of opportunity and fostering a culture of respect, inclusion and high expectations for all.

In line with the school's vision of *achieve, lead, succeed*, this Accessibility Plan also reflects Grange Park School's commitment to ensuring that all pupils are supported to reach their full potential, regardless of any barriers they may face. By promoting high expectations and providing appropriate adjustments, resources and support, the school enables pupils with disabilities and SEND to achieve academically, socially and emotionally. The school encourages pupils to develop independence, confidence and leadership skills within an inclusive environment, preparing them to succeed both within school and in their future education and life beyond. Through a proactive and reflective approach to accessibility, Grange Park School aims to continuously improve practice and ensure that inclusion remains central to its ethos and everyday decision-making.

## **2. Definition of disability**

Under the Equality Act 2010, a person is considered to have a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. An impairment is regarded as 'substantial' if it is more than minor or trivial, and 'long-term' if it has lasted, or is likely to last, for at least twelve months. This definition includes a wide range of conditions, including sensory impairments, learning difficulties, medical conditions and mental health needs. In applying this definition, Grange Park School recognises its legal duty to anticipate and remove potential barriers to access, ensuring that pupils with disabilities are not placed at a disadvantage and are able to participate fully in school life.

In addition, Grange Park School recognises that disabilities may be visible or hidden and that pupils' needs can change over time. The school is committed to working closely with pupils, parents and carers, as well as external professionals, to ensure that individual needs are accurately identified and appropriately supported. Reasonable adjustments will be made where necessary to enable pupils with disabilities to access the physical environment, curriculum and information in a way that promotes independence, dignity and inclusion. This approach supports the school's wider commitment to equality, safeguarding and promoting the wellbeing of all pupils.

## **3. Legal background**

Under the Equality Act 2010, all schools are required to have an Accessibility Plan in place. The Equality Act 2010 replaced previous equality legislation, including the Disability Discrimination Act (DDA), while maintaining the same core principles and legal protections. The legislation makes it unlawful for schools to discriminate against pupils on the grounds of sex, race, disability, religion or belief, or sexual orientation. Schools are required not only to avoid discrimination but also to take proactive steps to promote equality of opportunity and to remove barriers that may prevent disabled pupils from fully accessing education and wider school life.

This Accessibility Plan has been developed using guidance and information provided by the Local Authority and has been informed through consultation with pupils, parents and carers, staff and governors. It is intended to support and inform other key school planning documents, including the School Development Plan and SEND policy. The plan reflects the Governing Body's commitment to meeting its statutory duties and to embedding inclusive practice across all aspects of school provision. It will be reviewed and updated regularly to ensure that it remains relevant, effective and responsive to the changing needs of the school community.

In accordance with the planning duties set out in the Equality Act 2010, this Accessibility Plan outlines how Grange Park School intends to increase access to education for disabled pupils across three key areas. These include increasing the extent to which disabled pupils are able to participate fully in the school curriculum, encompassing teaching and learning as well as the wider curriculum such as after-school clubs, leisure and cultural activities, and educational visits. The plan also addresses improvements to the physical environment of the school to ensure that disabled pupils are able to access education and associated services safely and independently. In addition, it sets out how the school will improve the delivery of information to disabled pupils, ensuring that information provided in writing for non-disabled pupils is made accessible through appropriate formats and support where required.

#### **4. Documents and policies**

The Accessibility Plan should be read in conjunction with a range of related school policies, strategies and documents, all of which collectively support the school's commitment to equality, inclusion and safeguarding. These documents provide the wider context within which accessibility is promoted and ensure a consistent and coordinated approach across all areas of school life. Alignment with these policies supports effective implementation of the Accessibility Plan and helps to ensure that accessibility considerations are embedded within the school's strategic planning and day-to-day practice.

Key documents that should be read alongside this Accessibility Plan include the Equality Objectives, Health and Safety Policy, Special Educational Needs and Disabilities Policy, Behaviour for Learning Policy, School Development Plan, and the School Prospectus and Vision Statement. Together, these documents set out the school's expectations, procedures and long-term priorities, ensuring that accessibility is considered in relation to pupil wellbeing, curriculum access, behaviour, physical safety and the overall direction of the school. The school's Complaints Procedure also applies to the Accessibility Plan, providing a clear and transparent process through which concerns or queries relating to accessibility can be raised and addressed appropriately.

## **5. Training**

Grange Park School recognises that effective accessibility depends on the knowledge, awareness and skills of all staff and governors. Whole-school training will therefore continue to emphasise the importance of raising awareness of equality, diversity and inclusion, with particular reference to the duties and requirements set out in the Equality Act 2010. This training will ensure that all members of the school community understand their responsibilities in removing barriers to learning and participation for pupils with disabilities and SEND. In addition, it will support staff and governors in identifying and implementing reasonable adjustments, promoting inclusive teaching practices, and fostering a culture of respect and understanding. By embedding equality awareness across the school, Grange Park School aims to ensure that accessibility is not only a statutory requirement but also a central part of its ethos and everyday practice.

Ongoing professional development will be tailored to the specific needs of staff, reflecting the diversity of pupils' disabilities and SEND within the school. Training may include practical strategies for differentiating teaching, adapting resources, supporting communication and using assistive technology to enhance learning. Governors will also receive targeted guidance to help them fulfil their strategic role in monitoring and promoting accessibility. By maintaining a programme of regular, focused training, Grange Park School ensures that staff and leaders remain up to date with best practice, legislative requirements, and emerging approaches to inclusion, thereby creating a school environment in which all pupils can thrive and achieve their full potential.

## **6. Review and evaluation**

Grange Park School recognises that the effectiveness of its Accessibility Plan depends on careful resourcing, consistent implementation, and ongoing monitoring. The plan is therefore resourced appropriately, implemented systematically across the school, and subject to regular review and revision to ensure that it remains relevant and responsive to the needs of pupils with disabilities and SEND. Progress against the plan is reported annually to the Governing Body, enabling informed evaluation of the school's accessibility priorities and the impact of actions taken.

This Accessibility Plan is valid for a period of three years; however, it is reviewed on an annual basis to assess progress, identify emerging needs, and make any necessary adjustments. The review process takes into account feedback from staff, governors, pupils and parents, as well as developments in legislation, guidance and best practice. The plan includes a set of detailed action plans that outline how Grange Park School will address the priorities identified, ensuring a structured and accountable approach to improving accessibility in the school's physical environment, curriculum provision, and communication of information. By maintaining this cycle of review and evaluation, the school demonstrates its ongoing commitment to inclusion and to enabling all pupils to achieve, lead, and succeed.

## **7. Working with external agencies**

At Grange Park School, we recognise the importance of working collaboratively with a range of external agencies to ensure that pupils with disabilities and SEND receive the support they need to access the curriculum and participate fully in school life. The school maintains close links with medical and healthcare professionals, including doctors, community health and nursing services, occupational therapists, physiotherapists, and speech and language therapists, to provide targeted interventions and guidance for individual pupils.

In addition, the school works with specialist educational services, such as the SEND Advisory Service, Inclusion Team, and Behaviour Support Team, to access expert advice, assessment, and resources that support teaching and learning for pupils with additional needs. Where appropriate, collaboration extends to other medical professionals and external educational settings, ensuring continuity of support and a coordinated approach to each child's learning and wellbeing. By engaging with these external agencies, Grange Park School strengthens its capacity to provide personalised, inclusive education and to promote positive outcomes for all pupils.

## **8. Site accessibility**

Grange Park School is situated in a two-storey split building, designed with wide corridors and multiple access points from outside to facilitate ease of movement for all pupils, staff, and visitors. A side entrance features ramp access and is located adjacent to a lift, providing convenient access to the upper floor. Accessible toilet facilities are available throughout the school, equipped with handrails and emergency pull cords to ensure safety and independence for pupils with physical needs. The welfare room is situated on the ground floor and is fully accessible, ensuring that all pupils can access pastoral support and first aid when required.

The school is equipped with internal emergency signage, and escape routes are clearly marked to ensure the safety of all occupants. All external areas, including playgrounds and pathways, are tarmacked and fully accessible to wheelchair users, with designated parking bays available for those with blue badges. Classrooms are fitted with appropriate lighting, and interactive whiteboards can be adjusted in terms of font size and colour to accommodate individual learning needs. Additional resources such as iPads, laptops, and radio transmitter equipment (hired from the Local Authority when required) are utilised to support pupils with visual or hearing impairments.

Grange Park School is committed to ensuring that all pupils can participate in a wide range of age-appropriate extracurricular activities, both within and beyond the school day, including residential trips. Educational visits are carefully planned to support and enrich the curriculum while taking into account the needs of all pupils. Staff carry out thorough risk assessments and seek guidance from relevant professionals and carers to ensure that children with special requirements can fully participate. Additional provision is made, where necessary, to enable pupils with special educational needs and disabilities to access the curriculum and benefit from the same educational experiences as their peers.

## **9. Aims and objectives**

Our aims are to:

- **Increase access to the curriculum for pupils with a disability/SEND**

Grange Park School is committed to ensuring that all pupils, regardless of disability or SEND, can fully access the curriculum and achieve their potential. This includes adapting teaching methods, resources, and classroom environments to meet individual needs, as well as providing additional support where required. Staff are trained to differentiate lessons, use inclusive teaching strategies, and employ specialist equipment and technology to support learning. By promoting curriculum access, the school enables pupils to develop academically, socially, and emotionally within a fully inclusive environment.

- **Improve and maintain access to the physical environment of the school**

The school seeks to ensure that all areas of the building and grounds are accessible, safe, and usable for pupils, staff, and visitors with disabilities. This includes maintaining ramps, lifts, accessible toilets, appropriate signage, and safe outdoor spaces. Regular audits and risk assessments are carried out to identify and address barriers to mobility or access. By continually reviewing and improving the physical environment, Grange Park School ensures that all pupils can move around independently, safely, and confidently.

- **Improve the delivery of written information to pupils with SEND**

Grange Park School is committed to providing information in a range of accessible formats to meet the needs of pupils with SEND. This includes using large print, simplified text, alternative fonts and colours, digital resources, and assistive technology where appropriate. Staff work closely with specialists, parents, and pupils themselves to ensure that information is provided in a format that supports understanding and participation. By making written communication accessible, the school promotes inclusion, independence, and engagement for all pupils.

Aim	Objectives State short, medium and long-term objectives	Actions to be taken	Who/timescale	Success criteria	Monitoring Who/How?
Improving curriculum access	To develop our core offer through high quality teaching.	Training for teachers and support staff on different aspects of SEND	SENDCo Termly opportunities integrated in CPD	All staff are trained and confident with issues linked to accessibility and inclusivity with regards to accessing the curriculum. All teachers are able to more fully meet the requirements of disabled children's needs with regards to	SENDCo Observations

				accessing the curriculum	
	Access to curriculum for those pupils with specific learning difficulties	Review the needs of children with specific learning difficulties provide all relevant training and resources.	SENDCo annually	All children have access to resources and programmes to remove any barriers to learning children make appropriate progress.	SENDCo
	Curriculum planned to ensure pupils know and remember disciplinary knowledge	Training for all staff on different aspects of SEND based on needs in the school	SENDCo Termly opportunities integrated in CPD	All staff are trained and confident with issues linked to accessibility and inclusivity with regards to accessing the curriculum.	SENDCo Subject leaders
Improve and maintain access to the physical environment	For children's needs to be met through reasonable adaptations to the physical environment, timetabling and resources.	Children are able to move freely around the physical environment with appropriate adaptations to meet individual needs. This may include additional transitions or extra time to support this as an example.	SENDCo Headteacher Implemented upon arrival of need and reviewed in line with IEP cycle	All children are able to move around the school comfortably and safely.	SENDCo
	Specific children have equipment and setting arrangements which have been implemented throughout the year.	Arrange a meeting to focus on the layout of the classroom environment to ensure accessibility for children with a range	Class teacher/SENDCo To be completed upon transition	Lessons start on time without the need to make adjustment to accommodate the needs of individual pupils	SENDCo observations

	Ensure a smooth transition occurs in Sept to new classes and implement new ideas for new pupils.	of learning/ behavioural / physical needs			
Improving the delivery of written information	For a range of resources to be used to support the use of information sharing.	Continuation of Class Dojo which has a translating feature.	SENDCo with support from admin team. Completed on basis of request	Review all current school publications and promote the availability in different formats for those that require it.	SENDCo